CALL FOR CHAPTERS & REFLECTIONS

Ideating Pedagogy in Troubled Times:
Approaches to Identity, Theory, Teaching, and Research

Curriculum & Pedagogy Group 2019 Edited Collection
11th Annual

The Curriculum and Pedagogy group invites submissions for possible publication in the upcoming peer-reviewed edited collection in their series with Information Age Press, titled Ideating Pedagogy in Troubled Times: Approaches to Identity, Theory, Teaching, and Research. This volume seeks to think through and beyond traditional notions of teaching as a form of activism, and to consider how “activist voices” may emerge through curriculum and pedagogy writ large. We see the book as ideating on - both taking up and seeking to extend - the interbraided values from the Curriculum and Pedagogy group’s espoused mission and vision, collocating activist ideologies, theoretical traditions, and practical orientations as a means of productively responding to the increasingly dire social moment. The current political climate provides both challenges and opportunities to curriculum studies scholars as we ideate on a future direction of our field. These troubled times force us to think critically about our scholarship and pedagogy and our influence on educational practice. As critical curriculum researchers and pedagogues, our ethical imperative is to advance social justice through teaching and learning, without compromising our professional positions within a mainstream value system that favors privileged racial, economic, gender, sexuality, and ability groups (among others).

This book’s submissions are not limited to papers presented at the annual Curriculum and Pedagogy conference. As a means to both extend the organization’s horizon beyond the annual event, and to address the ever-rising need for critical, creative educational inquiry, practice, and theorizing, this edition invites submissions from across the field, and is open to a variety of formats including poetry, prose, art, images, lyrics, as well as more traditionally academic chapters. We are looking to include submissions that ideate on conceptualizations of activist ideologies in identity, theory, teaching, and research in curriculum studies, and how these conceptualizations are informed by one’s location, theoretical perspective, and engagement with this work during troubled times. As an organization, the Curriculum and Pedagogy group has existed for 19 years, and over that time, members have striven to influence curriculum work toward just ends at the public, policy, and practical levels. For more information about the organization and its overarching purposes, please see http://www.curriculumandpedagogy.org
For this collection, we invite two types of submissions: reflections and chapters:

- **Reflections** are short submissions (under 2000 words) that need not follow the conventions of academic prose or approach, to include arts-based, non-prosaic, or other representational forms suitable for book publication. Reflections that are made in forms that cannot be represented in a book, but might be hosted on a Web page will also be considered. Reflections will be reviewed by the editorial team and should be submitted for consideration by March 25th.

- **Chapters** are longer submissions (5000 words) including alternative formats from workers/teachers/scholars/activists/artists. Chapters will undergo blinded peer review, and we ask that prospective authors send a 150-word abstract for the first round of reviews. Abstracts (and all subsequent submissions) should be blinded, and authors should include a separate cover sheet that details authors’ names, affiliations, and other relevant information. Manuscripts should follow the APA style for references and bibliography. Chapter submissions follow the schedule listed below. All submissions and relevant inquiries should be sent to 2019CP.Book@gmail.com

There will be two rounds in the chapter acceptance process: abstract submissions and then full-length submissions. Accepted abstract submissions will move on to the next round of review (blinded peer review), and authors at that stage will be invited to submit full-length pieces. As such, please note that acceptance at the abstract stage does not confirm acceptance in the final collection.

- **Deadline for 150-word abstract/intent of proposed submission:** February 1st, 2019
- **Editorial decisions on abstracts sent on or around February 11th, 2019**
- **Deadline for invited full length Chapters:** March 25th, 2019
- **Deadline for Reflection pieces (no abstract review required):** March 25th, 2019
- **Peer review feedback and decisions by April 29th, 2019**
- **Revised/final Submissions due May 20th, 2019**

Warm regards,
Shalin Lena Raye, Stephanie Masta, Sarah Taylor Cook, & Jake Burdick, Eds.

The Curriculum and Pedagogy book series is an enactment of the mission and values espoused by the Curriculum and Pedagogy Group, an international educational organization serving those who share a common faith in democracy and a commitment to public moral leadership in schools and society. Accordingly, the mission of this series is to advance scholarship that engages critical dispositions towards curriculum and instruction, educational empowerment, individual and collectivized agency, and social justice.

The purpose of the series is to create and nurture democratic spaces in education, an aspect of educational thought that is frequently lacking in the extant literature, often jettisoned via efforts to de-politicize the study of education. Rather than ignore these conversations, this series offers the capacity for educational renewal and social change through scholarly research, arts-based projects, social action, academic enrichment, and community engagement. Authors will evidence their commitment to the principles of democracy, transparency, agency, multicultural inclusion, ethnic diversity, gender and sexuality equity, economic justice, and international cooperation. Furthermore, these authors will contribute to the development of deeper critical insights into the historical, political, aesthetic, cultural, and institutional subtexts and contexts of curriculum that impact educational practices. Believing that curriculum studies and the ethical conduct that is congruent with such studies must become part of the fabric of public life and classroom practices, this book series brings together prose, poetry, and visual artistry from teachers, professors, graduate
students, early childhood leaders, school administrators, curriculum workers and planners, museum and agency directors, curators, artists, and various under-represented groups in projects that interrogate curriculum and pedagogical theories.

**Books in this series:**

- Critical Intersections In Contemporary Curriculum & Pedagogy
- Collective Unravelings of the Hegemonic Web
- Liminal Spaces and Call for Praxis(ing)
- Excursions and Recursions
- Surveying Borders, Boundaries, and Contested Spaces in Curriculum and Pedagogy

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Critical Intersections In Contemporary Curriculum & Pedagogy

Laura Jewett, University of Texas Rio Grande Valley; Freyca Calderon-Berumen, Pennsylvania State University; Miryam Espinosa-Dulanto, University of Texas Rio Grande Valley


This volume offers a collection of scholarship that extends curricular conversations, crosses borders of praxis, and expands democratic, critical and aesthetic imaginaries toward the ends of lending momentum to the ever-present and wide-open question: What is to be done— in terms of curriculum and pedagogy— in P-12 schools, in teacher education and other higher education contexts, in communities, as well as within our own lives as teachers, leaders and learners? These chapters represent perspectives from curriculum workers/teachers/scholars/activists across theoretical landscapes and spanning a diversity of positionalities within critical intersections of power and privilege as they relate to identity, culture and curriculum as well as to social justice, schools and society.

CONTENTS:

SECTION I: NURTURING CRITICAL CONVERSATIONS OF CURRICULUM AND PEDAGOGY.


SECTION II: FOSTERING PEDAGOGICAL BORDER CROSSINGS AND CRITICAL CURRICULUM IMAGINARIES.


SECTION III: EMBODYING POSSIBILITIES IN LIVING CURRICULUM.


Collective Unravelings of the Hegemonic Web

Becky L. Noël Smith, University of Alabama; Katherine Becker, Lakehead University, Orillia; Libbi R. Miller, California State University, Fresno; Natasha S. Reid, University of Arizona; Michele D. Sorensen, University of Regina


Collective Unravelings of the Hegemonic Web represents the culmination of work that emerged from 2013 Curriculum & Pedagogy annual conference. The notion of the hegemonic web is the defining theme of the volume. In this collection, authors struggle to unravel and take apart pieces of the complex web that are so deeply embedded into normative ways of thinking, being and making meaning. They also grapple with understanding the role that hegemony plays and the influence that it has on identity, curriculum, teaching and learning. Finally, scholars included in this volume describe their efforts to
engage and undergo counter-hegemonic movements by sharing their stories and struggles.


Liminal Spaces and Call for Praxis(ing)

Miryam Espinosa-Dulanto, Valdosta State University; David L. Humpal, Independent Researcher; Leilaya Pitre, Louisiana State University; Jolanta Smolen Santana, Oregon State University


Liminal Spaces and Call for Praxis(ing) follows the theme of the Curriculum & Pedagogy conference that highlighted issues of power, privilege, and supremacy across timelines and borders. This volume comprises of an interconnected mosaic of theoretical research and praxis. Facing the current and future challenges of corporatization of education, it becomes imperative to identify and deconstruct elements that provide more responsive and fertile ground for a research and praxis based mosaic of pedagogy. This volume includes works of those scholars who identified or worked with communities of color and/or who drew on the activist and intellectual traditions of peoples of color, third world feminism, indigenous liberation/sovereignty, civil rights, and anticolonial movements.

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Surveying Borders, Boundaries, and Contested Spaces in Curriculum and Pedagogy

Cole Reilly, Towson University; Victoria Russell, Towson University; Laurel K. Chehayl, Monmouth University; Morna M. McDermott, Towson University


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